

EMPLOYEE FEEDBACK: ENSURING A GOOD FIT

A Wise Investment in Your Most Valuable
Asset

Chariton Valley Association



AGENDA

- Why Feedback
- Waiver Requirements
- Standardization
- Tools of Choice Observation Form



WHY FEEDBACK???

- Regular feedback reduces employee turnover (Forbes).
- People want to know when they are doing a good job and what was good about it.
- Employees won't make attempts to improve unless they realize there is a problem.
- Supervisors as well as individuals supported should have the opportunity to provide feedback.



REPERCUSSIONS OF NOT PROVIDING FEEDBACK

- Increased Staff Turnover
- Employees develop bad habits
- We don't have a good understanding of what is really happening in the home



INDUSTRY OBSTACLES

- Program Design-We're not all under one roof.
- One to one staffing
- Limited funding/ limited hours that can be charged to training
- Human Services Industry-Subjectivity Rules
 - Due to subjective nature of the job, Performance is difficult to measure
- When staff perform at below standard levels, who suffers? Who is responsible?



WAYS FEEDBACK CAN BE GIVEN

- Supervisor to Staff
 - Organized Review Process
 - Disciplinary Action Process
 - Informal words of praise
- Peer Recognition
- Individuals



WHEN SHOULD FEEDBACK BEGIN?

- We should allow for feedback from the very beginning of employment.
- Open lines of communication during the application process ensure a good fit from the employee and individual.
- Feedback should continue on a regular basis throughout employment.
 - Everyone craves feedback!



STAFF SELECTION

- Involve the individuals in the process
 - We recognized that while we had a selective interview process, individuals weren't as involved as they should be.
- Created two step interview process
 - Second interview conducted with individual in the home
 - Individual provides feedback with the assistance of the lead
 - Professional Manager visits with staff and individual to gauge their feedback
- Benefits
 - Ensures thorough review of job experience and other HR related items in the first step interview.
 - Individual is able provides real feedback regarding their staff selection



APPLICANT EVALUATION FORM

Applicant Evaluation Form

Name of Applicant: _____ Date: _____

Interviewer Name: _____

Position: _____ Program: _____

Using a 3 point scale where 3 means Excellent, 2 means Meets Requirements of Position, and 1 means Does Not Meet Requirements, please rate the applicant on the following attributes.

Appearance *	1	2	3	NA
Flexibility/Availability	1	2	3	NA
Work History	1	2	3	NA
Direct Answers	1	2	3	NA
Writing Ability	1	2	3	NA
Related Experience	1	2	3	NA
Warmly Greets Individual (If 2 nd Interview)	1	2	3	NA
Overall Ranking	1	2	3	NA

(*Clothing is free from wrinkles, holes, and frayed edges, hair is neat and clean, good personal hygiene (free of offensive odors, clean fingernails, personal hygiene consistent with care we would expect consumers to receive), tattoos and facial piercings are covered.)

Comments: _____

Interviewer Note: All ratings of 1 or 3 should have comments to support rating.

An overall ranking of 1 will make this applicant ineligible for hire. Any two ratings of 1 on any of the preceding attributes will make the applicant ineligible for hire. If applicant is considered for hire but received any rating of 1 the supervisor must address this before hiring.

Client Reaction and Responses:

Do you like this person? Yes No

Do you want them to work with you? Yes No

Comments: _____



COMMUNITY WAIVER REQUIREMENTS

- 2016 Changes Highlight **CHOICE**
- Requirement of ISP-Documented choice of providers with regard to all services received.
- Increased, documented opportunities for individuals to be involved in the process satisfy this requirement.



MATCH MAKERS

- When applicants have the chance to meet individuals first, we have a better idea of whether or not this will be a good match.
- Think about the people that support you...
 - How would you feel if someone else were choosing your:
 - Hairdresser
 - Mechanic
 - Doctor
 - Pastor



TRAINING STAFF

- Individuals provide specific training to staff so that tasks are performed to the individual's expectation.



STAFF DEVELOPMENT AND RETENTION

Frequent feedback will ensure staff are developing and focusing on the areas that are most important

- Concepts introduced during training are reinforced
- Builds relationships through increased communication



HOW DO WE EVALUATE WHAT HAPPENS IN THE HOME?

- The Behavioral Resource Team evaluates staff using an Observation Form. This is a very effective tool in that the form allows the user to provide feedback in real time based on actual staff interactions with individuals.
- The form uses Tools of Choice concepts.
- Offers an objective, measurable way to evaluate human interactions.



POSITIVE/NEGATIVE OBSERVATION FORM BEHAVIORAL RESOURCE TEAM

Positive – Negative Interactions Observation Form 2.0 (Revised October 2015)

Date: _____ Time: _____ to _____ Setting description (#): _____ # Individuals: _____ # Staff: _____ Observer: _____	Use Reinforcement (Displayed by Staff/Caregiver)	Stay Close Random, Routine, Cool (Displayed by Staff/Caregiver)	Coercive Contingent Interaction (Displayed by Staff/Caregiver)	Coercive Non-Contingent Interaction (Displayed by Staff/Caregiver)
	Total _____	Total _____	Total _____	Total _____
Desirable Behavior (of individual served)	Total _____			
Undesirable Behavior (of individual served)	Total _____			

Date: _____ Time: _____ to _____ Setting description (#): _____ # Individuals: _____ # Staff: _____ Observer: _____	Use Reinforcement (Displayed by Staff/Caregiver)	Stay Close Random, Routine, Cool (Displayed by Staff/Caregiver)	Coercive Contingent Interaction (Displayed by Staff/Caregiver)	Coercive Non-Contingent Interaction (Displayed by Staff/Caregiver)
	Total _____	Total _____	Total _____	Total _____
Desirable Behavior (of individual served)	Total _____			
Undesirable Behavior (of individual served)	Total _____			

Specific Examples for setting /individual observed

Desirable Behavior – desirable behaviors to increase or teach:

Undesirable Behavior – behaviors to decrease: xxx (annoying, not harmful to self properties) and serious behavior (physical damage to self, others, property illegal);

Ratio of Positive to Negative Interactions for Observation 1: (Pos: Neg) _____

Ratio of Positive to Negative Interactions for Observation 2: (Pos: Neg) _____

WE WANT TO DO THAT!!!

- We need a way to provide feedback that is:
 - Objective
 - Timely
 - Specifically addresses staff/individual interactions

STANDARDIZING PROCESSES WITH OUR OVERSEEING AGENCY

- Why recreate the wheel?
- Concepts and language are already tried and true
- Ensuring the same language and measurements are used internally will reduce confusion and reinforce learning



ADVANTAGES OF STANDARDIZATION

- Ensures all staff receive the same information
- Eliminates confusion
- Streamlines training time
- Makes it easier for staff to transition from one program to another



HOW CAN WE MODIFY AND USE THE FORM WITH OUR STAFF INTERNALLY?

- Simplification
- Determine who will use the form
- Staff Training
- Implementation
- When to use
- Establish goals for positive/negative ratios



OUR FORM

Positive—Negative Interactions Observation Form for Chariton Valley ISL

(Should be completed within the first 30 days of an employee working in an ISL and routinely thereafter)

Employee Name: _____

Supervisor Completing Form: _____

Date: _____

Setting (When describing setting, please include everything that is happening at the time as well as everyone present.)

Staff Behavior: Observe staff with individual for 10 minutes. Tally instances of Use Reinforcement, Stay Close Random, Coercive Contingent, and Coercive Non-Contingent interactions using the space below.

Use Reinforcement	Stay Close Random, Routine, Cool	Coercive Contingent Interaction	Coercive Non-Contingent
Total: _____	Total: _____	Total: _____	Total: _____

Total Positive Interactions: _____ Total Negative Interactions: _____

Mixed Opportunities:

Definitions:

Just OK Behavior-behavior that is neutral and typical of day to day life

Use Reinforcement-positive interactions displayed by the caregiver provided as a consequential to an individual's desirable behavior

Stay Close Random, Cool-positive interactions displayed by the caregiver when an individual is engaging in "just ok" behavior

Coercive Interaction-a put down or show of disrespect such as: questioning, arguing, sarcasm/teasing, force, threats, criticism, despair, logic, taking away, talking about person's bad behavior, silent treatment. Coercive contingent would mean coercive behavior of staff as a reaction to an individual's behavior. Coercive non-contingent would mean staff exhibited coercive behavior without being provoked.

Notes:

Questions to Ask Individual in Program:

Do you like having this person work with you?

Comments:

Administrative Use:

The Professional Manager, Human Resources Manager, or Program Director will call or meet with the employee and ask the following questions:

How are things going? Are you comfortable working in this home?

Do you feel like you had adequate training prior to working in the home? (Interviewer, clarify for details)

Please rate the support you've received on a scale of 1-10 where 1 is poor and 10 is excellent.

Do you feel supported by your supervisor?

Comments:

CHARITON VALLEY DECIDED

- As an organization, we want to see 5/1 ratio
- We decided to establish higher ratios for some programs
- This form serves a dual purpose:
 - Used when new staff is trained in the program at or before 30 days to gauge fit for individual and employee.
 - Form is also used for routine feedback with seasoned staff

PILOT

- Trained Staff with Assistance of the Kirksville Behavioral Resource Team
- Pilot Included
 - Each Lead evaluated two employees
 - Professional Manager and/or member of the BRT on site
 - Debriefed with Staff
 - Initiated changes to form and process based on staff feedback



STAFF TRAINING



USE REINFORCEMENT

- Use Reinforcement-Use Reinforcement refers to instances in which the staff uses positive statements to reinforce positive behavior exhibited by the individual.



EXAMPLES OF USE REINFORCEMENT

- Use Reinforcement consists of anything that follows that behavior that makes that behavior stronger.
- Use Reinforcement can include items such as food, activity, social interaction, relief from difficult activity, praise and safe touch.
- Your job is to notice desirable behaviors, know what reinforcement your person wants and use those reinforcements to reward Desirable Behaviors.
- Use Reinforcement is expressed through words, tone of voice, body language, and facial expressions.



USE REINFORCEMENT-EXAMPLE

Our CVA staff member Linda observes Mike come in from work. Mike walks in and begins to do the dishes in the sink:

Linda: “Mike, it’s great you took the initiative to start in on your chores!”

The staff member, Linda is reinforcing Mike’s desirable behavior. This should be marked as “Use Reinforcement” on the form. The staff’s response is a “consequence” of the individual’s positive behavior.

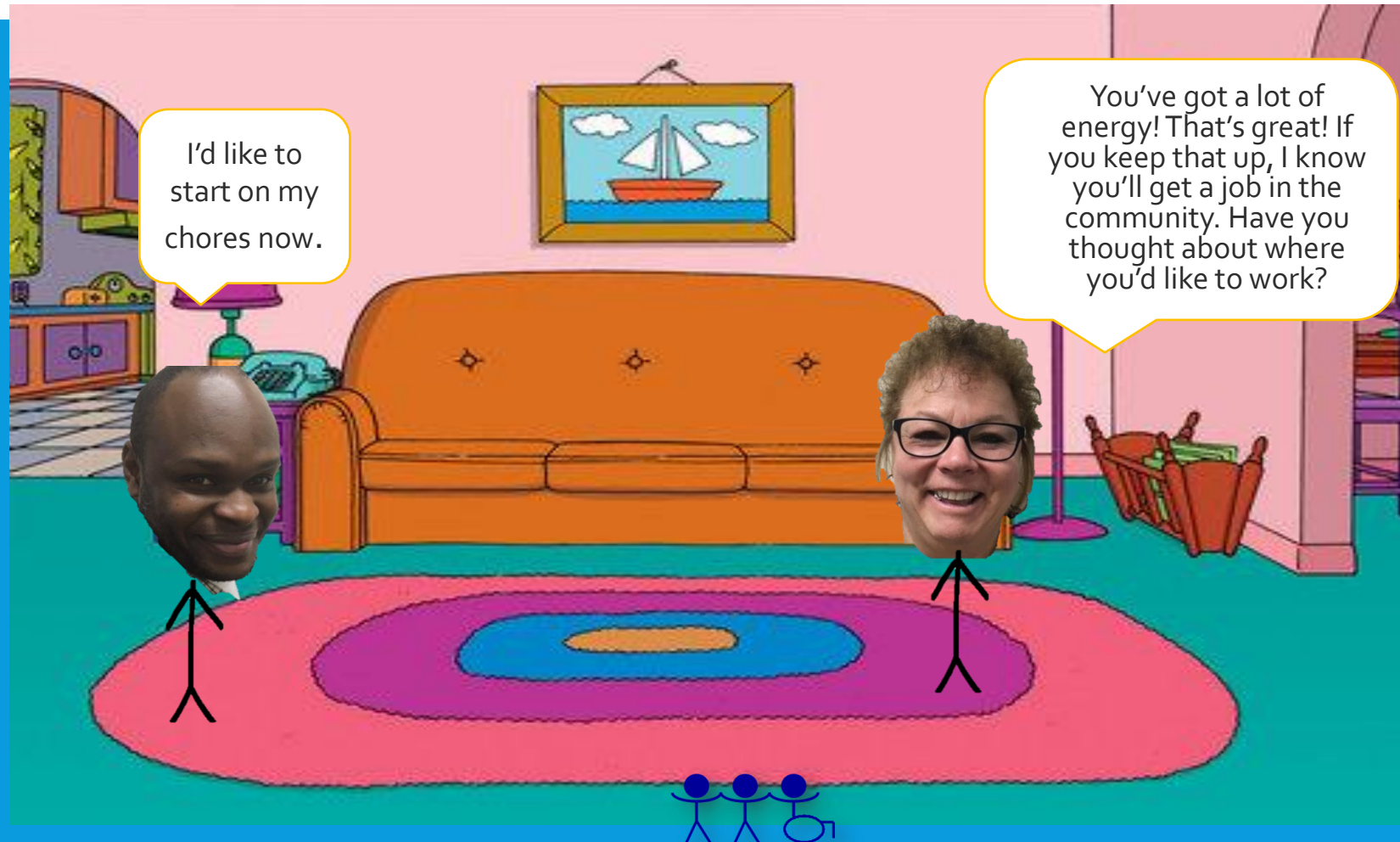


STAY CLOSE RANDOM, COOL, ROUTINE

- Stay Close Random, Cool, Routine refers to behavior exhibited by staff in reaction to an individual's behavior which include two or more of the following:
 - Empathy Statements-Statements used to relay understanding of how a person feels (any emotions).
 - Encouragement Statements-Statements used to encourage individuals to continue positive behavior and that often include a futuristic outcome.
 - Open Ended Questions-Questions that encourage conversation and are "open ended" as opposed to closed ended.



STAY CLOSE RANDOM, COOL, ROUTINE EXAMPLE



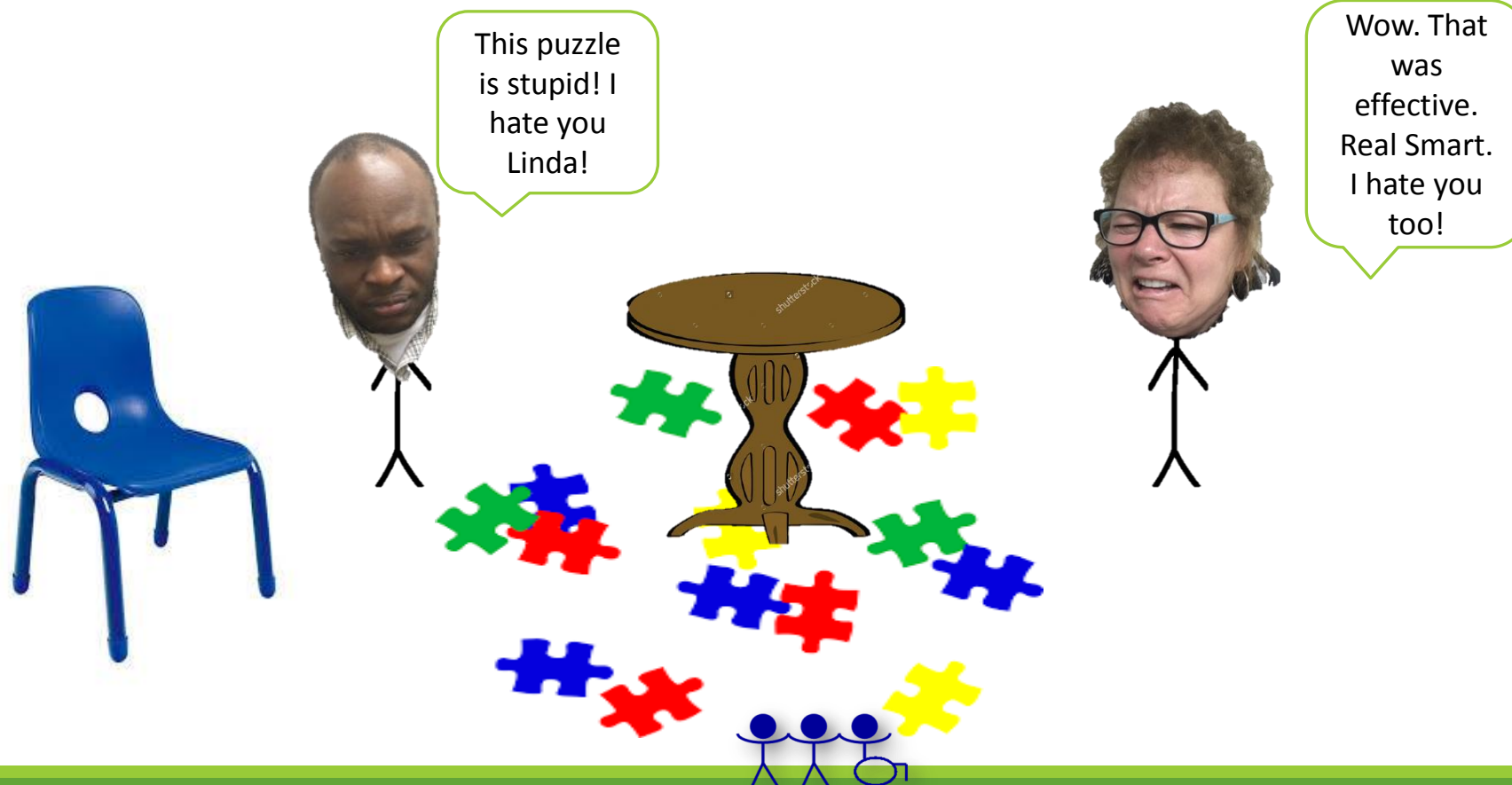
COERCIVE INTERACTION

- Coercive Interaction-Negative interactions like “put downs” or displays of disrespect. Examples Include: questioning, arguing, teasing, threats, criticism, sarcasm or logic, talking about the person’s bad behavior in front of them, giving them the silent treatment, taking things away from them.
- Coercive Interactions are marked as either “Contingent” or “Non-Contingent” based on whether or not the staff’s behavior is in response to negative behavior of the individual.

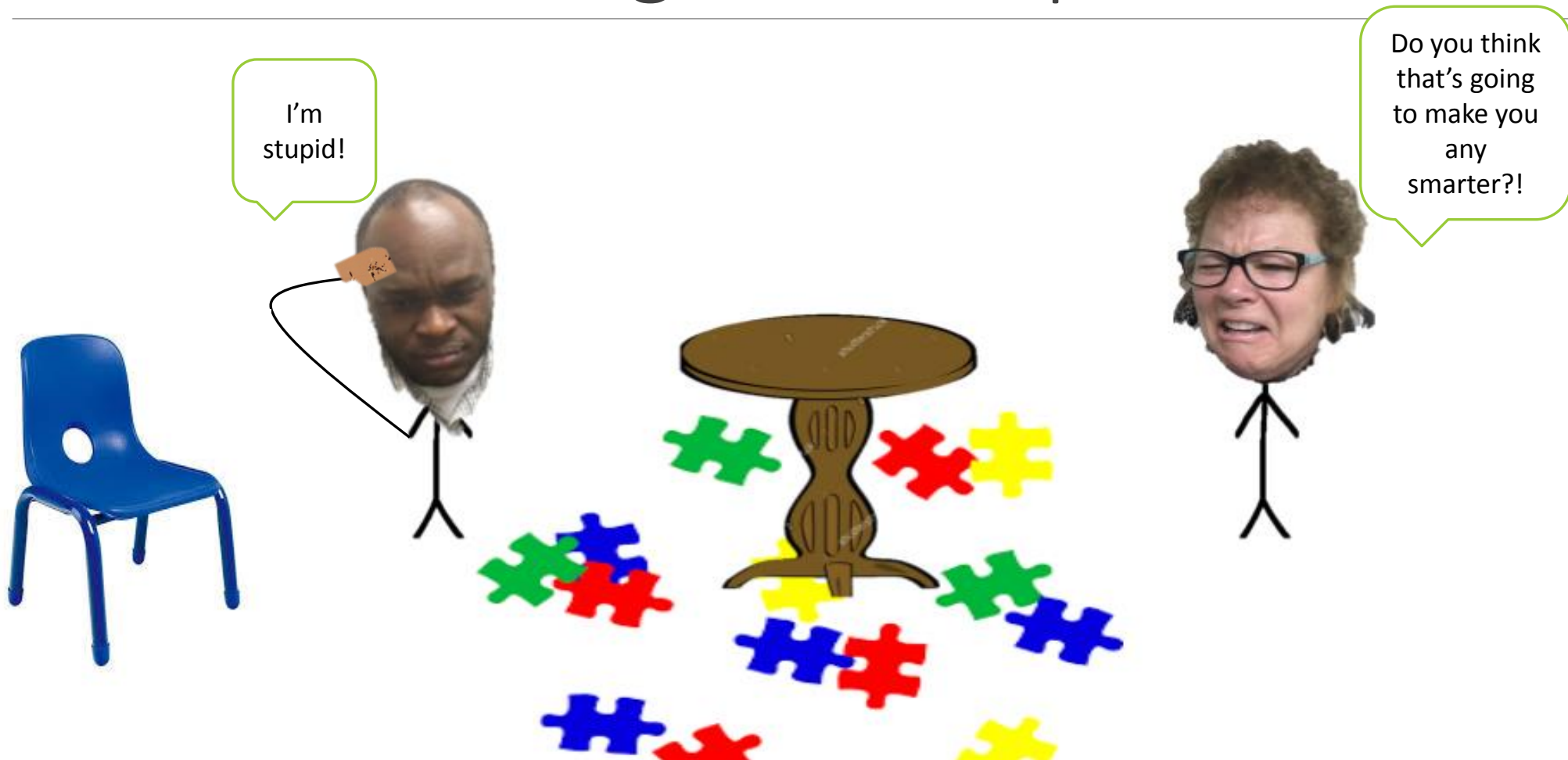


Coercive Contingent-Example

Mike is putting together a difficult puzzle and becomes frustrated. He throws the puzzle on the floor.



Coercive Contingent-Example



COERCIVE NON CONTINGENT

Linda arrives for shift, walks in the house, and greets Mike.



IMPORTANT TIPS WHEN FILLING OUT THE FORM

- Take lots of notes!
- Detail everything that was happening at the time (who was there, what was happening, time of day, activities, etc.)
- Make note of missed opportunities to provide positive interactions (sometimes the biggest mistake made by staff is failing to interact).
- Be nonchalant. The staff shouldn't know they are being evaluated. This would change their behavior.



AVOID BEING VAGUE

It is hard to define specifics of quality of care.

As supervisors and senior staff, we recognize when a staff member's performance needs to improve but its not always easy to communicate that to the staff member.

We sometimes make general statements like:

- "I'd like to see you interact more with the individuals."
- "It would help if you were more hands on."

**Being vague
is almost as fun
as doing this
other thing.**

These observations may be true but they don't help the staff understand how they can make the changes.

The staff may feel like they are interacting already.



EXERCISE

